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ABSTRACT

This curriculum guide in working form for a semester-long three-credit course in family relationships is one of nine technical core courses in an associate degree consumer/family manager program. The study involves developing satisfying interpersonal relationships in family, and analyses factors contributing to effective relationships. The course packet includes pre- and post-tests to test the curriculum and to use as a classroom evaluation tool, along with other evaluation items, vignettes and case studies, charts and diagrams, additional content that is not otherwise available, and a descriptive listing of reference textbooks related to the course. (Author/LS)

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FAMILY RELATIONSHIPS

Technical Core Course Curriculum Guide

for the

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Associate Degree Program

in Home Economics

CONSUMER / FAMILY MANAGER

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PREFACE

The publication of this curriculum guide and that of eight other technical core courses being developed for the associate degree program, Consumer/Family Manager, represents a major step in the total curriculum development project. The major objective of this curriculum effort has been the development and testing of curriculum for the occupation of homemaking for the vocational, technical and adult education system.

Pilot testing of these curriculum materials will be organized and coordinated by the project staff. Information provided through the pilot-testing effort will be used for revisions and final preparation of all curriculum materials for dissemination.

A major teacher resource being developed by the project staff is the instructional resource packet. The intent of the packet is to provide materials designed to strengthen the quality of the classroom learning experience. Contents of each course packet will include materials such as:

- Pre and end tests developed for testing the curricula and for use in the classroom as an evaluation tool.
- Other evaluation items such as check tests, attitude inventories, questionnaires, etc.
- Vignettes and case studies.
- Charts and diagrams pertinent to content suggested in the curriculum guide.
- Specific content not readily available but helpful for classroom instruction.
- Descriptive listing of reference textbooks related to the course.

The proposed pilot testing effort will provide impetus for the implementation of this quality program. Through this process, input of students, teachers and administrators will provide for curriculum improvements. The combined efforts of district personnel and the project staff under the guidance of the project steering committee will result in the final revision and dissemination of curriculum materials for the associate degree program, Consumer/Family Manager.

ACKNOWLEDGMENTS

The curriculum framework upon which the technical core courses of the Consumer/Family Manager program are based is the result of the combined efforts and ideas of those persons who served as members of the Project Steering Committee.

Serving as Project Staff and as members of the Steering Committee have been Directors Christine Nickel and Jean Carlson, Wisconsin Board of Vocational, Technical and Adult Education; Dr. Elizabeth Simpson, Dean, School of Family Resources and Consumer Sciences - University of Wisconsin - Madison; and Project Specialists Nancy Wehlage and Barbara Dougherty, Wisconsin Vocational Studies Center.

VTAE District Members participating on the Steering Committee have been Virginia Atkins, Milwaukee Area VTAE; Maybelle Brechlin, VTAE District 1 - Eau Claire; Nanette Hoppe, Northeast Wisconsin VTAE - Green Bay; Gladys Olson, Blackhawk VTAE - Beloit; Toni Pontar, Lakeshore VTAE - Cleveland; Marian Timmeran, VTAE District 1 - Eau Claire; and Barbara Walter, Western Wisconsin VTAE - LaCrosse.

Representing the University of Wisconsin System on the Steering Committee are Dr. Fern Horn, UW-Stevens Point; Dr. Beverly Schmalzried, UW-Stout; and Dr. Elizabeth Simpson, UW-Madison.

Assisting in preparation of materials for the curriculum guides were VTAE District Curriculum Assistants Betty Gertner, VTAE District 1 - Eau Claire; Rowena Jorgenson, Milwaukee Area VTAE; Libby Shirmacher, Western Wisconsin VTAE - LaCrosse; and Marv Schrader, Lakeshore VTAE - Cleveland.

THE CONSUMER/FAMILY MANAGER PROGRAM

Technical core course curriculum guides have been developed in working papers form for the Consumer/Family Manager program, an associate degree program at the post-secondary, adult level. The program will be offered in the State of Wisconsin through the Vocational, Technical and Adult Education District schools. Curriculum guides developed with the advice and cooperation of representatives of the occupation of homemaking are:

INTRODUCTION TO THE CONSUMER/FAMILY MANAGER
INDIVIDUAL AND FAMILY DEVELOPMENT
CURRENT ISSUES IN FAMILY LIVING
FAMILY RELATIONSHIPS
ENVIRONMENT FOR FAMILY LIVING
NUTRITION FOR THE FAMILY
HOME MANAGEMENT DECISIONS
CLOTHING MANAGEMENT
CONSUMER STUDIES

The Consumer/Family Manager program is an outgrowth of a project to develop and test curriculum for the occupation of homemaking at the post-secondary and adult level. The project plan was to determine what constitutes competence for the occupation of homemaking and to develop a curriculum framework based on these competencies. The Consumer/Family Manager program is based on an analysis of the vocation and the knowledges, attitudes and skills required for competence in the homemaker role. The competencies selected evolved over a period of time through reading, discussion, and refinement by the project steering committee members.

Inherent in this approach was the basic assumption that the adult student comes with varying levels of competence. The competencies identified for the program considered the many and varied responsibilities, background, and experience of the anticipated participants. The pattern of implementation would also vary with each of the post-secondary campuses as well as with individual students, but would have a commonality in the technical core courses.

In the process of identifying the competencies, a broad role-oriented approach was developed viewing the homemaker, male or female, in his/her roles as an individual, a family member, a consumer manager, and a community member. In this unique approach, skills traditionally associated with home economics such as sewing and cooking were not abandoned but placed in proper perspective when considering the vitally important broad range of skills in the areas of management, consumer decisions, human development and family relationships which unfortunately have been given scant attention in the past.

INTRODUCTION TO CURRICULUM GUIDE

Each technical core course in the Consumer/Family Manager program is developed from the curriculum framework based on the identified competencies of the homemaker.

A COMPETENT HOMEMAKER WILL.....

1. APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR.
2. ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT.
3. FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS.
4. ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS.
5. PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT.
6. USE MANAGEMENT PRINCIPLES TO ACHIEVE PERSONAL AND FAMILY GOALS.
7. FUNCTION EFFECTIVELY AS A CONSUMER IN ACHIEVING INDIVIDUAL AND FAMILY GOALS.
8. USE COMMUNITY RESOURCES IN FOSTERING INDIVIDUAL AND FAMILY DEVELOPMENT.
9. ASSUME RESPONSIBILITY AS A COMMUNITY MEMBER.

The competencies developed are composed of a collection of parts of the home economics discipline that are distinct, yet unified and related. The areas of competence are similar in a number of instances to the role expectations of the occupation of homemaker. These areas are broad and general and can be thought of as program areas within a total curriculum.

The sub-competencies focus on the type of behavior the student is expected to exhibit as a result of the learning experiences. Although performance is implied in the sub-competency, it is not identified to the extent that would lead to the assessment or development of teaching strategies. This is done through the criteria.

The criteria consist of groups of requirements which are made up of measurable components. These criteria serve as a sample of the types of behavior we are willing to accept as evidence of the attainment of the competency. Upon analysis, the criteria can be reduced to a set of knowledges, judgments, and skills that can be stated in behavioral terms. They are explicit enough to lend themselves directly to teaching and assessment strategies.

The content is presented as generalizations showing relationships which give meaning to learning. Concepts are underlined to aid the teacher in quickly identifying the content.

A variety of learning and evaluation experiences are provided to suggest ways to use various teaching methods and techniques. These experiences are not ends in themselves but means to ends. The content, learning experiences and evaluation experiences used in instruction are to be viewed as tools to bring about desired learning outcomes.

COURSE TITLE: Family Relationships

COURSE NUMBER: 310-104

CREDITS: 3

LENGTH OF COURSE: 1 semester

PREREQUISITE: None

COURSE DESCRIPTION: Study involves developing satisfying interpersonal relationships in the family. The course includes analysis of factors contributing to effective individual and family relationships. The ability to foster and maintain positive relationships within the family such as husband-wife relationships, parent-child relationships, sibling relationships and relationships with older and dependent members of the family will be emphasized.

COMPETENCIES

THE HOMEMAKER WILL BE ABLE TO FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS.

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHER FAMILY MEMBERS.

The student will demonstrate an understanding of conditions which foster success in relationships.

The student will analyze elements affecting interpersonal relationships.

The student will demonstrate an understanding of factors influencing the formation of relationships.

The student will demonstrate an understanding of the influence of the family on interpersonal relationships.

The student will demonstrate an understanding of the importance of satisfying marital and family relationships.

OVERVIEW OF FAMILY RELATIONSHIPS

Section A.....focuses on trust, responsibility, respect and openness; those conditions basic to successful relationships.

Section B.....examines elements affecting all interpersonal relationships; dependence, communication, perception, values and roles.

Section C.....continues by exploring the factors influencing the formation of relationships throughout life, (both in and outside the home), examining the need for these various relationships and their contribution to the individual. The influence of social skills is emphasized.

Section D.....looks at the functions of the family affecting relationships and the influence of family patterns and roles on relationships within the family. The value of the democratic use of the decision making process in fostering and maintaining satisfactory family relationships is emphasized.

Section E.....focuses on specific relationships between family members; husband-wife, parent-child, siblings and extended family. Factors affecting success in each of these relationships are examined.

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COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
A. The student will demonstrate an understanding of conditions which foster success in relationships.	<u>Conditions Which Foster Success in Relationships</u>
Can the student....	<u>Trust</u>
...define trust?	Trust is a firm belief in the honesty and reliability of another and affects interpersonal relationships.
...cite examples of trust in family relationships?	To trust is to have confidence that another person's word is an accurate representation of what he/she will do.
...identify ways trust is developed in a relationship?	A child begins to build up trust as his basic needs are satisfied. Trust or lack of trust is communicated through words and/or actions. The key to building trust in a relationship is being trustworthy. Trust breeds love, respect and security.
Can the student...	<u>Responsibility</u>
...give examples of responsible behavior shown by family members?	Acceptance of personal and family responsibilities contributes to effective family relationships.
...relate maturity to the amount of responsibility assumed by a family member?	The amount of responsibility that any individual has is related to his maturity. Development of a sense of responsibility begins in the pre-school years and increases as the child grows.
...identify responsibilities in designated relationships?	Relationships, such as husband-wife and parent-child, carry with them certain responsibilities.
...relate assumption of responsibility in the family to gaining personal privileges?	As responsibilities are accepted, privileges tend to be extended.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Conditions Which Foster Success in Relationships

Trust

Brainstorm examples of trust in the family setting.

Role play examples of lack of trust in the family.

Discuss: Trust is very often hard to build but very easy to destroy.

Review basic human needs and relate them to development of trust.

Discuss: In order for trust to exist, is there an element of risk a person trusting must assume?

Participate in an exercise concerning the ways in which trust can be built into a relationship. (Example: 1) Divide into groups. 2) Arrive at the 10 most important things a person can do to develop trust in a relationship. 3) Share results with other groups. 4) As a whole, rank the 10 most important aspects of developing trust from the most important to the least important.

Responsibility

Brainstorm, listing irresponsible actions of someone within the family, such as..

- son forgot to pay utility bill when sent on errand to do this.
- daughter forgot to tell father about a phone message.
- father forgot to call home and tell family he would be late for dinner.
- mother forgot to pick up daughter to take her shopping.

Outline a plan for assuming more responsibility in your family situation by completing the following statement: My family and I would benefit if I....

Brainstorm to identify responsibilities of parents who have teenagers. List the responsibilities of teenagers. Compare your lists with authoritative lists.

Discuss responsibilities people have to one another in designated relationships such as husband-wife, parent-child, or brother-sister.

React to the statement: Your privileges are in direct relationship to the responsibilities you take.

Develop a chart of family privileges and responsibilities...

If these are one's rights and privileges....

..... these are his/her responsibilities.....

Discuss the following statements: Responsibility cannot be imposed. It can only grow from within, fed and directed by values absorbed at home and in the community.

Consult references to find if there are any definite attitudes and practices that are likely to create a desired sense of responsibility. Discuss.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	<u>Concern....Respect</u>
...cite examples of respect and concern in family relationships?	Concern and respect for others is shown by courtesies extended to them and by observance of rules and laws.
...identify problems which result from lack of respect and concern for others?	Respecting the rights and privileges of persons in the family contributes to effective family relationships.
...give examples of rights and privileges of others in the family?	An atmosphere conducive to the promotion of good emotional and mental health is one where human worth and dignity are valued.
...give examples illustrating the recognition of individual worth in the family setting?	<u>Openness....Empathy</u>
Can the student...	Openness involves both letting others know our personal thoughts, ideas, opinions, feelings and experiences; and being honest in letting others know how we feel about them and their behavior.
...cite examples of openness in family relationships?	Openness between family members depends upon the acceptance of individual differences.
...identify factors influencing openness?	When feelings of other persons are accepted, interpersonal relationships are enhanced.
... define empathy?	The family that punishes honesty of expression or blankets negative feelings does not offer a learning climate in which the personality becomes enriched.
...give examples of empathic actions?	Empathy is the process of seeing things from another person's perspective, of understanding how he feels and why, without necessarily sharing those feelings at the same time.
...describe ways empathy contributes to family relationships?	The ability to empathize contributes to effective human relations.
	Empathy is being understood from your point of view.
	Sensitivity to non-verbal communication is essential to empathy.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Respect...Concern

Discuss illustrations where concern and respect are shown in family relationships.

Review basic human needs.

Write a description of someone who you feel demonstrates concern and respect in his dealings with others. Provide specific examples.

In buzz sessions, discuss the way adults show or fail to show respect for children.

Discuss reasons for the importance of treating children as individuals.

Privately list those with whom you relate who you feel deserve your respect.

Identify from this list those who you feel respect you as a person of worth. Draw a conclusion to the relationship between these two lists.

Discuss various rights and needs of children, of parents, of aged members of the family.

Openness and Empathy

Role play situations illustrating openness between family members.

Brainstorm conditions which foster openness within relationships. Complete the following statement: "I could talk more openly with _____ if _____."

If you firmly believe you are right about something, how might you be accepting of another's views which are different than yours? Discuss.

Role play situations which involve empathy.

View a filmstrip explaining the role of empathy in human relationships. Discuss.

Listen to case studies to gain an insight into the feelings of the persons involved. With which character did you identify? Why? Did your views change as a result of empathizing with any of the characters? Discuss.

Participate in a role-play, group discussion, and/or games. React to questions such as: How could empathy improve interpersonal relationships? What effect does empathy have on our actions? Can a person have too much empathy?

Discuss: The empathic person is not there to agree or disagree, but rather to understand without judgement.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
B. The student will analyze elements affecting interpersonal relationships.	<u>Elements Affecting Interpersonal Relationships.</u>
Can the student...	<u>Interdependence</u>
...identify examples of dependence among persons?	No person is completely self-sufficient, but is dependent on and effected by in some measure another. These two crosscurrents seem to be present in all of us - the need to be free, independent, and capable of doing things on our own; and the need to be dependent, to have the right and the luxury of putting ourselves in the hands of others when our own resources are insufficient.
...identify example of interdependence in the family?	Interdependence is the cooperative or collaborative use of each other's resources.
...predict effects of interdependent relationships in the family?	Each individual family member affects and is affected by his family.
Can the student...	<u>Communication</u>
...illustrate verbal and non-verbal communication?	The ability to communicate effectively contributes to better human relationships.
...identify various feelings and emotions expressed through verbal and non-verbal communication?	
...identify factors contributing to poor communication.	Understanding factors contributing to poor communication improves ability to communicate effectively.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Interdependence

Discuss the phrase: "No man is an island",

Brainstorm: What are some examples of dependence among family members?

Identify ways in which persons are dependent physically, intellectually, emotionally and socially.

Discuss your feelings as a dependent person.

React to the statement: Individuals are directly affected by decisions made by others.

Cite instances when dependency is legitimate and instances when dependency becomes "crippling" to an individual.

Communication

Give examples of effective communication, poor communication, and no communication. As references use television programs, books, magazines, movies or real life situations.

React to the statement: Communication is a two-way street.

Group experience: Sit in a circle and maintain silence for five minutes. Discuss: What is communicated? How was it communicated? What feelings were communicated?

Give examples of non-verbal communication.

Identify and discuss problems in communication with words.

Give directions to the class on how to do something. Have the class evaluate the clarity of your directions.

Role play situations in which communication is open and healthy...then in which communication is closed and unhealthy. Discuss.

Each class member demonstrate an example of good and poor family communication.

Recall a misunderstanding that you have had with someone in your family that was due to lack of communication. What were the consequences? How could similar misunderstandings be prevented in the future?

Identify areas throughout the life cycle where communication between family members needs to be intensified to avoid or resolve problems.

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	
...illustrate skills of listening, interpreting, and responding to what others say?	The effective use of certain basic communication skills contributes to successful family interaction.
	The establishment of satisfying communication between adults contributes to successful family living.
Can the student...	
...define perception?	<u>Perception</u> Because perception is truth to the individual, the perception, not just the facts, must change in order for any change in behavior to occur.
...demonstrate ways individuals' perceptions differ?	Any individual's interactions are influenced by perception of self and perception of others.
...explain the influence of one's self concept on relationships with others?	One's self concept (how one perceives himself) influences his understanding and acceptance of others.
...describe the effect of groups on self perception?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

(continued- Communication)

Read an article in a newspaper or magazine explaining skills in effective communication. Share your findings with the class.

Discuss patterns of communication learned and/or observed in the family of orientation.

Analyze the type of communication that one might expect in each of the following types of families: husband dominant, parents dominant, children dominant, egalitarian.

Discuss personal characteristics which aid one's ability to communicate.

Participate in exercises designed to develop communication skills.

Recall a time when you failed to listen to what was being said. What were the results of not listening? Identify reasons why you did not listen.

Investigate to find research in the importance of "responses in communication". Share your findings with the class.

Perception

Brainstorm to determine what is meant by perception. How is perception related to effective human relationships?

Sociodramas...1) when a person is praised or realizes success, what is the effect on his concept of self and how he relates to the person praising him? b) when a person is criticized or experiences failure, what is the effect on his concept of self and how he relates to the person criticizing him?

Write one descriptive positive characteristic of each classmate. Share these perceptions with other class members. Discuss how a person's own perception of self can differ from perception of others.

Prepare skits to show how it is possible for two or more people to perceive the same situation in entirely different ways.

Discuss. How do people judge themselves? Do they depend on other's judgment of them to make a judgment about themselves?

List different groups in which you participate. Beside each group on the list explain your feelings when you are in that group, such as inferior, leader, worker, follower, etc. What factors contribute to your feelings about yourself within each group? Can you relate this to family relationships? Discuss.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	
...explain how one's ability to perceive the feelings of others affects interpersonal relationships?	A sensitivity and understanding of how things seem to others aids in one's ability to relate to others.
Can the student...	<u>Values, Standards, and Goals</u>
...give examples of how values affect behavior in relationships?	Each person's behavior is influenced by attitudes, values, and interpretations of his environment that he has accumulated through his experiences. The values, standards, and goals of family members influence the quality of family life.
...cite examples of values differing due to age and sex?	Conflicting values within interpersonal relationships result from differing social, intellectual, economic, and cultural backgrounds as well as differing age and sex status.
...predict situations in which there may be conflicting values in family relationships?	
...explain the relationship between the identification of personal and family values, goals and standards and family harmony?	Identification of family values, goals, and standards contributes to family harmony.
Can the student...	<u>Roles</u>
...identify examples of roles determined by age, sex, marital status, family structure and occupation?	Interpersonal relationships occur through role enactment.
...define role as related to the family?	
...explain traditional and contemporary family roles?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

(continued- Perception)

Brainstorm ways one's perception influences his/her relationships with others.

Discuss: Which senses do we use to the greatest extent in perceiving others?
What cues do we use for perceiving feelings that others are expressing?

Values, Standards and Goals

List your likes and dislikes. Share and compare lists. Identify what values are communicated. How might these values affect relationships with others?

Identify "American" values. Are there any of these which seem to be assigned to the family to uphold? Discuss.

Brainstorm: What values might differ due to age and sex?

To understand that situations within interpersonal relationships characterized by discord are often a result of conflicting values, use various illustrative materials or situations such as films, short stories, skits or plays, "Dear Abby" column or real life situations in presenting.

Discuss the way present values affect future goals and illustrate how individual and family values need to be in harmony if the goals are to have a chance for attainment.

Write a slogan for your family that would indicate your set of shared values.

Discuss the psychological emphasis placed on money and the ways individual money differences can affect relationships.

Roles

List traditional roles of family members and state the expectation of each role.. father...mother..son..daughter.

Identify the traditional roles of family members. Compare these to contemporary, changing roles of husband, wife and children in the family.

Role play situations in which two persons are relating to one another. What role or roles were enacted by each individual?

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	
... interpret the influence of role expectations on the individual and his/her interpersonal relationships?	An individual's interpretation of his role and of the roles of other family members influences relationships within the family.
...explain the importance of role clarification in promoting successful family relationships?	Clarification of family roles promotes successful relationships in the family.
...predict possible role conflicts among family members?	Role conflicts can have detrimental effect on family relationships.
...analyze the influence of role conflict on family relationships?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

(continued- Roles)

Use a tape recorder to record opinions on roles of various family members. Record persons of all ages to see how opinions differ. Discuss your results with the class.

Make a list of your expectations for roles in a family. Identify the factors that have influenced these expectations.

Discuss why it is an advantage to have a role clearly defined.

Indicate your opinion toward expected behavior of persons in traditional roles. Compare your opinion with others in the class.

Discuss the need for and the advantages of role flexibility.

Describe the ways in which family patterns and roles interrelate and affect the quality of the relationships involved.

Discuss factors contributing to role strain and state family conflicts which may result.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
C. The student will demonstrate an understanding of factors influencing the formation of relationships.	<u>Factors Influencing the Formation of Relationships</u>
Can the student...	<u>Basic Needs</u>
...identify basic needs of man?	Man is basically a social creature; he needs and seeks the companionship of others.
...give examples of how friends help meet some of these basic needs?	All human behavior is motivated by needs.
...show through illustrations the importance of friendship throughout the life cycle?	The friends we have may serve different needs.
Can the student...	The psychological need for friendship is the same at all levels of development.
...list personality traits that are a hindrance to getting along with others?	<u>Social Skills</u>
...describe habits or personality traits that are valued most by others?	One's social skills affect one's relationship with others.
...identify social skills and competencies which are important and helpful in establishing good relationships?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Basic Needs

Make a list of needs basic to man. Include: survival, food, clothing, shelter, safety, freedom, love, affection, belonging, companionship, esteem, success, recognition, new and varied experiences, physical and mental health, self-actualization, etc.

Examine Maslow's classification of basic needs (physiological needs, safety needs, love needs, esteem needs, self-actualization).

Write a paragraph describing your relationship with a good friend. Emphasize the contribution that you have both made to the relationship as well as to each other.

Participate in a class discussion regarding the importance of friends throughout the life cycle, bringing out what needs these friends satisfy. Be sure to include consideration of all age groups in this discussion.

Social Skills

For one or more days, make a list of specific behavior in others that would make them liked or not liked. Share your results. Discuss.

Discuss what characteristics of an individual make a good first impression. Relate this to social skills.

Make a list of habits or personality traits that you find most attractive among the people you know. Compare your list with others in the class. Identify the traits which influence one's relationships with others. Discuss.

In class discussion, relate previously discussed concepts (trust, responsibility, concern, respect, openness and empathy) to social skills.

Discuss this list of characteristics of a socially mature person: 1) He accepts other people for what they are, 2) He avoids labeling other people, 3) He has emancipated himself from childhood dependencies upon his parents, 4) He can meet strangers easily, 5) He enjoys planning with others, 6) He can accept and adjust to the roles and laws of the group of which he is a part, and 7) He makes a constructive contribution to the world around him.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

...identify ways an individual's social skills are developed?

Relationships develop through conscious, active effort.

Can the student...

Relationships in the Home Environment

...predict how a child's social skills might be influenced by individual's within the home environment?

One's first relationships occur within the family of orientation (family into which one is born).

...give examples of how a child's social skills might be developed in the home environment?

Members of the family guide the child's behavior.

...explain the relationship between a child's positive self concept and his ability to relate to others.

Relationships in the Environment Outside the Home

Individuals develop friendship support systems outside the family.

Can the student...

Pre-School

...list needs of the pre-school child which are satisfied through relationships outside the home environment?

Encounters with playmates, neighbors and relatives are among the first social experiences a child has outside the home.

...give examples of ways pre-school children learn social skills from others?

In the same way that children learn from their parents, they learn from each other.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Brainstorm as a class, making a list of the ways an individual's social skills are or can be developed.

Discuss: To have a friend, you need to be a friend.

Rate self on social skills and personal characteristics which enhance relationships. Which skills do you already possess and which might be developed?

Suggest ways a shy self-conscious person might work to overcome this feeling.

Relationships in the Home Environment

Brainstorm, listing ways individuals within the home environment influence a child's ability to form successful relationships. Make two columns...negative influences and positive influences. Compare your list with others in the class.

Explain the statement: "We learn to love by being loved."

Suppose in a group of young children at play one could identify a leader, a follower, a loner, a bully, a crybaby, a hitter, and a teacher. Discuss how one's first relationships with parents, brothers and/or sisters in the home environment might have influenced these behaviors affecting relationships.

Relate the development of social skills to a child's self concept. Give examples of how a parent can help build a positive self concept in his/her child.

Relationships in the Environment Outside the Home

Pre-School

Observe children playing together in an informal situation or in a daycare center or nursery school. Observe their interaction and make a list of needs satisfied through their relationships. Chart your observations as follows:

...Interaction which occurred...	...Needs satisfied...
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During pre-school years children are developing physically, psychologically and socially. In class, discuss ways others outside the home environment help the pre-schooler in this development.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...identify opportunities available for social experiences outside the home for the pre-school child?	Because a child's social self-image is shaped early, becoming acquainted with other children is important.
...explain the importance of a variety of social experiences?	Variety in friendships provides the opportunity of learning to deal with different personalities.
...demonstrate an awareness of possible benefits of a formal group interaction (nursery school, day care center, etc.) to the pre-school child?	Pre-school children often have social contacts which are more formal than those with playmates, neighbors and relatives in which a common element of group interaction is found (nursery school, day care centers, etc.)
Can the student...	Even though children may need help in developing skills for getting along with others, where children are found together, they learn much through trial and error.
...give examples of needs satisfied through peer relationships?	<u>School-Age</u> A child's peers are his generation, he needs to find a place for himself in their community.
...explain the relationship between peer acceptance and self concept?	Acceptance from peers and the mastery of physical and social skill nurtures the sense of competence.
...predict at what ages peer influence might have the most impact?	Peer reflections have increasing impact.
...identify benefits which might be derived from peer influence?	Peer influence provides important benefits in facing the realities of his world.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss how parents might encourage sociability in pre-school years.

Brainstorm examples of social retardation in children.

Discuss the possible effects of a child's associating almost exclusively with one friend.

Interview personnel involved in nursery groups, day care centers, etc. as to what they feel are the benefits derived by the child participant.

Discuss the relative importance of attachments children make....importance from the child's point of view....and importance from the parents' point of view.

Discuss: "The preschooler guided by his own personal yardstick will most likely accept his friends as they are and reject others he cannot accept." Have the class give examples of how parents might interfere in a child's enjoyment of companions. (For examples...labeling comments as "Mary is such a crybaby")

Observe relationships between children in play. List social skills children apparently need to learn, are learning and have developed.

School Age

Discuss how different peer groups meet different status needs.

Recall stories you are familiar with, real life situations or create fictitious situations illustrating the effect of peer acceptance. Share with other class members.

Identify some of the varied roles a child might play in peer groups.

As a class, discuss benefits of peer influence.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...explain advantages in having friends with different backgrounds, cultures, and personalities?	Differing backgrounds, cultures, and personalities of friends have much to offer one in a relationship.
...through examples illustrate benefits of adult friendships to the school age child?	Learning to be a friend and keeping friends within and outside the family is a step toward adulthood.
Can the student...	<u>Boy-Girl Relationships</u>
...identify the benefits of boy-girl relationships to the adolescent?	Cultivating friendships with boys and girls is a part of learning to live in this society.
...indicate ways in which dating contributes to the individuals' development of self-concept?	Dating begins at a time when one is moving toward an adult status separate from family. Since individuals develop socially at different rates, all boys and girls are not interested in the opposite sex and dating at the same age. Dating often provides the first opportunity to become well acquainted with someone of the other sex outside one's own family. Through dating one begins to find understanding and affection from someone outside the family. Dating gives the individual a natural experience in which to develop communication and social maturity with members of the opposite sex. Dating gives one the opportunity to compare his/her goals and values with those of others. Dating provides experience that can contribute to appreciation of love.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Examine the extent of your friendships as a teenager. Did you depend upon an exclusive few for your social life, or did you make an effort to branch out and add new friends?

Consider with what people children usually have relationships. Discuss implications.

Plan activities for the child of school age to help him develop socially.

Boy-Girl Relationships

Read and analyze material on dating, including...developing moral standards in dating...dating as a means of becoming acquainted with the opinions, attitudes and ideas of the opposite sex...dating as a means of understanding various personalities...dating contributing to making a rational decision when choosing one's mate.

Discuss how one might "discover oneself" through dating.

Discuss examples in music of male and female differences or sexual roles such as: "Why Can't a Woman Be Like A Man" from My Fair Lady, "There's Nothing Like a Dame" from South Pacific or "I Am Woman" by Helen Reddy.

Write a log (can be kept anonymous) reviewing dating history with major emphasis on what was growth-producing and what was destructive to self-concept and to feelings about the other sex.

Interview men and women of various age groups regarding dating during their teen years. As a class draw conclusions about the trends in dating over the years. Discuss how recent trends might have positive or negative effects on the individual.

Discuss how one's past experiences with love as a child might effect ones dating experiences.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS

SUB-COMPETENCY AND CRITERIA

CONTENT
Concepts and Generalizations

Can the student...

...explain ways personal needs
are met through adult relation-
ships?

Adult Relationships Outside the Family

An adult forms many and varied relation-
ships with different people in the
community.

...explain ways personal needs are met
through neighbors and friends?

Some adult friendships are a means of
making social and business contacts
that will benefit the individual; oth-
ers are for fulfilling psychological
needs.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Adult Relationships Outside the Family

Read in texts, pamphlets, and magazines on ways in which people are alike in their social needs. Discuss.

Recall contacts you have had in the community during the past three days. Describe types of relationships you have had with these community contacts.

List examples of contacts you have had in the community which created positive reactions in you and some you have had which created negative reactions. Why do you think you reacted in this way?

Select some situations in which social maturity or lack of it is evident. Role-play the ineffective way of handling these situations; then replay, showing a better way.

Read two case studies describing one person with a positive self-concept and one with a negative opinion of himself. Using these studies, contrast the effect of these differences in self-concept on each person's relationship with others.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
D. The student will demonstrate an understanding of the influence of the family on interpersonal relationships.	<u>FAMILY INFLUENCE ON INTERPERSONAL RELATIONSHIPS</u> The ability to establish satisfactory human relationships contributes to successful family living.
Can the student...	<u>Functions of the Family</u>
...identify family responsibilities in meeting the basic needs of its members?	Families contribute to meeting the basic needs of their members.
...describe basic functions of the family?	The family as the basic social unit assumes similar functions in all societies.
...identify functions of the family which relate to human relationships?	
...give examples of changing family functions?	
Can the student...	<u>Effect of Social and Cultural Influence</u>
...identify the reasons for changing family functions?	Family functions are changing due to our rapidly changing society.
...identify ways in which family relationships are affected by social change?	Family relationships are more complex in a society where there is rapid social change.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

FAMILY INFLUENCE ON INTERPERSONAL RELATIONSHIPS

Write a paper on "Why My Family is Important to Me". Use the paper for class discussion on functions of the family.

Functions of the Family

Use recent periodical literature in discussing theories on: Why has the family as a social unit held together for many centuries? Is it breaking down now?

Keep a diary for one week in which you identify all the reasons you need a family. Compare your lists with class members.

Explore references to define and gain an understanding of the functions of the family.

Listen to a presentation on the basic functions of families, including psychological well-being of adults, physical and psychological care of children, socialization of children, education and economic support..

Using the list of possible family functions, analyze the functions your family now performs and if possible, compare these functions to those of the family in which you grew up.

Debate: "The family is a dying institution" vs. "The family performs an important function in today's society."

Effect of Social and Cultural Influence

Discuss ways family functions have changed in the past fifty years.

Discuss the impact of technology and social change on the relationships within the family.

Make a list of family problems which are due in part to rapid social change (generation gap, drug problem etc.). Give specific examples to illustrate. Relate each problem to the social influence causing it.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

...give reasons families differ in the functions they perform?

Families perform few or many varied functions according to the demands on them and the opportunities for action.

...analyze ways social agencies affect performance of family functions?

Can the student...

Functions of the Family and Family Relationships in the Home

...explain how family functions and relationship change throughout the life cycle?

Family functions and relationships change throughout the life cycle.

...give examples of both positive and negative development as a result of learning experiences in the family.

The learning experiences in a family affect the development of each of its members.

...identify social skills that can be developed withing the family environment?

The family provides a training ground for the development of social skills that can be used within and outside the family environment?

...analyze the effect of the husband-wife relationship upon family harmony within the home?

The husband and wife's ability to relate to each other intellectually and emotionally has an effect upon family harmony within the home.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Brainstorm for ideas as to how and why families differ in the functions they perform.

Participate in a panel discussion to analyze why social agencies have taken over many family functions.

Which family functions are increasingly in the hands of social agencies? What are the advantages and disadvantages of these changes?

Investigate to find what institutions in the community help the family perform its functions. How might this vary from community to community? Discuss.

Functions of the Family and Family Relationships in the Home

Study transparencies of the stages in the family life cycle: beginning, expanding, contracting, and later years.

Point out ways that knowledge of the family life cycle can help families to anticipate and prepare for situations as they occur.

Describe two people; one a famous person about whom you have read, the other someone you have known personally. Explain how their family relationships helped to make them the kind of person they were.

Review social skills by giving specific examples of their use in the family.

Discuss the advantage of observing accepted social amenities in the home, as well as in public and among friends and associates.

Dramatize do's and don'ts of being a gracious host or hostess. How do they relate to developing positive relationships?

Discuss the importance of the skill of expressing appreciation, sympathy or congratulations to relationships with others.

Write a paragraph interpreting the following statement: "The most important thing a father can do for his children is to love their mother." (Write another paragraph interchanging "father" and "mother".)

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	<u>Function of the Family and Family Relationships</u>
...identify ways friends outside the home might help an individual overcome his prejudices?	<u>In the Community</u>
...give examples of ways families can relate to the community through social activities?	The family can have a broad network of friendships that help overcome communication barriers that exist among people of different races, religions, or classes.
...explain how understanding responsibility of others might improve relationships?	Social activities enable family members to learn to effectively relate to others in the community.
...list one's responsibilities as a citizen?	Respect for variations in family and cultural patterns contributes to better human relationships.
...explain how assuming or not assuming these responsibilities affects relationships with the community?	A family's help in understanding the responsibilities of community members contributes to more satisfying community relationships.
Can the student...	Understanding one's individual citizenship responsibilities contributes to more satisfying community relationships.
...identify various family structures in society?	<u>Influence of Family Structures, Patterns and Roles</u>
	<u>Family Structures</u>
	Although each family is unique, certain types predominate our society.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Functions of the Family and Family Relationships

In the Community

Brainstorm ways in which relationships with others outside the home help overcome barriers that exist among people of different races, religions, or classes.

Project yourself into a parent role (if necessary) and identify manners you feel will be important for your children to acquire in order to develop positive relationships with others both inside and outside the home.

Cite some instances in daily living in which courtesy in the community plays an important role in relationships.

Discuss examples of friendly gestures extended to families by others in the community, such as at a time of illness. Identify the things done that left a lasting impression and contributed toward good relationships.

Discuss ways societal activities allow your family to relate to the community. How may these activities improve family relations?

Discuss the responsibility of families to provide opportunities for family members to entertain friends in the home.

Discuss ways family hospitality may be affected by changing family circumstances or economic conditions.

Brainstorm listing persons in positions which involve the community (policeman, mailman, bus driver, United Way volunteer, etc.) —How might the understanding or the lack of understanding of their personal responsibilities affect relationships?

Talk with others to learn their views of ways in which regard for the feelings of others has been observed in the school, in the home and in the community.

Cite examples of expressions of interest or concern for other community members that have been meaningful.

Influence of Family Structures, Patterns and Roles

Family Structures

Read and discuss the type of families found in American society: matriarchal, (including unwed mother families), patriarchal, equalitarian, single person, (widow, divorcee, single...never married) and foster.

Discuss family types depicted on popular TV shows and identify ways they differ.

Describe families in your neighborhood. List ways they are different; ways that they are alike.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

...describe the difference between an
extended family and a nuclear family?

Can the student...

...identify family patterns?

Patterns

A family, like an individual, develops
a personality or a style pattern
that characterizes its way of deal-
ing with the issues of family life.

...describe various family authority
patterns?

Power patterns determine which
family members influence decisions.

...describe the stages of the family
life cycle?

Each family produces its own unique
power pattern which does change
throughout the family cycle.

...illustrate through examples how
power patterns change throughout
the family life cycle?

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SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Patterns

Consider what family patterns have been transmitted from your family of orientation to your family of procreation. (or your parent's family to your family).

Discuss how families have different ways of demonstrating their affection.

Write an analysis of your present ways of communication with others and how these compare with your family patterns of speaking, listening, gesturing, etc.

Using references, review patriarchal, matriarchal, egalitarian and autonomous authority patterns.

List examples of decisions that have to be made in order for a family to function: then indicate who in the family usually makes each type of decision.

With the class divided into two groups, one group is to support the idea that the husband should have the most power in the family; the other half support the idea that power should be given to the person most capable of making the decision.

Discuss: Why do working wives have more decision-making power than non-working wives? Do working wives also give up some power? If so, what types? Give examples.

Develop a questionnaire and do a power study of anonymous families.

Discuss: How does a relationship between equals differ from a relationship between non-equals?

Review stages of the family life cycle and discuss how power changes throughout these stages.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...analyze the influence of family structures and patterns?	Each family is a combination of democratic and authoritarian traits, but with the emphasis on one or the other. In the democratic home, the rights of the individual are respected.
Can the student...	<u>Roles</u>
...explain how roles are affected by family structures and patterns?	Family structures and patterns influence roles assumed by family members.
...analyze the relationship between family relationships and family structures and patterns?	Family relationships are affected by roles of individual family members.
...explain how family structures and patterns influence communication patterns?	The family structures and patterns influence the kinds of communication patterns that develop. How an individual feels about his role in the family and the role of other family members influences his relationships with them.
Can the student...	<u>Family Interaction (Group Interaction)</u>
...define a group?	Understanding the dynamic interaction of groups contributes to effective human relationships.
...give examples of groups in everyday life?	
...define interaction?	
...illustrate the meaning of interaction through role play?	
...give examples of interaction in various groups?	
...predict the effect of various factors on family interaction?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the evolution of the small patriarchal family structure to the modern democratic family structure in America. How has this change affected the family? What new family roles are assumed?

Roles

Make a list of family structures and patterns. Consider how each of these might influence roles assumed by family members.

Role play a family making decisions in the equalitarian and authoritarian manners. How do these two structures affect family relationships?

Using the list of family structures and patterns previously developed, discuss how each might influence the kinds of communication patterns that develop.

Participate in a panel discussion and consider the following questions? How does one's self-concept affect his behavior in a group? What effect does the group have on an individual such as group expectations, behavior, character, and personality? What effect does the individual have on the group such as leadership qualities and responsibility?

Family Interaction (Group Interaction)

Give examples of groups with which you are familiar such as family, cliques, committees, choir, etc....

Respond to the question: What does interaction mean? Give examples of interaction in the family.

Listen to presentation on Evelyn Duvall's theory of interaction.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts</u> and Generalizations
...show the number of interactions in various groups?	The number of interactions possible increases with the size of the group.
...predict the effect of the number of interactions on relationship?	
...relate size of family to interaction patterns?	The size of the family influences human relationships.
...analyze ways size of family influences family relations?	
...relate position in the family to interaction patterns?	One's position in the family and his sex influence his personality.
...list factor influencing family interaction?	Family interaction is a major determinant of family harmony.
Can the student...	The degree of conformity to the standards of a group is dependent on the intensity of a commitment to the group, personal values and acceptance of responsibility for one's actions.
...evaluate the influence of family interaction on decision-making?	<u>Family Decision Making</u>
	Personal and family interaction influence decision-making.
	The interrelatedness of family life requires that decisions be made continually.
...illustrate use of the decision-making process in problem solving?	Effective decision making and problem solving contributes to successful family relations.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

View transparencies of family interaction patterns which illustrate that there is interaction between each member of the family. (The larger the family the greater the number of interactions (conflicts, jealousy, etc.)

Determine ways numerous interaction patterns create difficulty within the family.

Debate: Large families are happier than small families.

Write a paper drawing conclusions about the relationship between the number of interaction patterns in the family and family relationships.

Read to discover the effect of position in the family on personality. Summarize from your reading advantages and disadvantages of being the oldest, middle or youngest child or an only child.

Discuss questions such as: How would the amount of living space affect the type and amount of interactions within a family? What additional factors may influence family interaction such as time spent together, health, and responsibilities?

Debate the following quotation: "Each person is a unique individual. We are only secondarily members of groups."

Family Decision Making

Role play situations in which a family discussion results in efficient use of resources of different family members. Show how interaction of family members may be an asset.

List and discuss decisions which are unique to a particular life cycle stage.

View a visual aid illustrating the following steps in the decision-making process: identify the problem, identify values and goals involved, consider resources, consider alternatives, consider possible outcomes, choose an alternative, put plan into action, and evaluate the results.

Read a case study of a family making a decision and point out the steps in the decision-making process illustrated in the case study.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

...identify resource for improving decision-making skills?

Every family can acquire the skills for solving conflicts and living cooperatively.

...explain processes in group decisions?

Training in working together on decision-making must be taught in the home with a condition of mutual effort based on trust, concern, openness, and a sense of responsibility.

...relate trust, concern, openness and responsibility to effective decision-making?

...describe the importance of effective communication in decision-making?

Good communication is basic to the sharing of decision-making.

...list advantages of family members participating in decision-making?

Decisions are more apt to be supported when they are reached through the participation of family members to the extent that their maturity allows.

...plan ways to involve family members in decision-making?

...describe how an individual can benefit from being a part of group decision-making?

As an individual accepts responsibility in a group, he is better able to appreciate the privileges of the group and get along with the members.

Foundations for decision-making are laid in childhood and cultivated throughout life.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Brainstorm in what ways might a family's decision-making skills be improved. Discuss.

Read references in the family council technique of decision-making. Discuss. Work with your family to make an important decision using the family council. Report the results of your decision. Were family members satisfied with the decision? Why or why not? Did use of the family council improve family communication?

Participate in class discussion on the importance of trust, concern, openness, and responsibility to effective decision-making.

Divide into family groups and assume family roles to solve typical family problems. Present one or two of the solutions to class. How could brainstorming result in more effective family communications? What other methods could improve family communication in decision-making?

Debate: the pros and cons of parents making the family decisions and including younger members in decision-making. Point out the value of experience, information and responsibility in decision-making.

List ways individuals and families can benefit from group decision-making.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

...evaluate the effect of group decisions.

Learning to participate democratically in reaching family decisions helps to prepare individuals for democratic participation in other social groups.

Although group decisions are not necessarily better than the strongest person in the group could make alone, group decisions may promote better relationships among persons concerned with the decision.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Role play making a family decision. Working in groups contrast how the decision might be made under matriarchal, patriarchal, and democratic family government. Discuss the relative effect on family satisfaction in each of the three situations.

Identify the decision-making pattern of your family of procreation and/or your family of orientation. Evaluate each pattern according to its ability to strengthen family ties.

Show how effective decision-making may foster more satisfying relationships among group members and of group members with outsiders.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHER FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

F. The student will demonstrate an understanding of the importance of satisfying marital and family relationships.

Importance of Satisfying Marital and Family Relationships

Can the student...

Husband-Wife Relationships

...identify factors which contribute to a successful husband-wife relationship?

Factors Affecting Husband-Wife Relationships

Understanding factors that contribute to a successful marriage may aid in mate selection and marital adjustment.

Can the student...

...infer ways similarity in social, economic, cultural and religious backgrounds is related to success in husband-wife relationships?

Similarity of Background

A lasting marriage is more likely if there is similarity in social, economic, cultural and religious backgrounds.

Can the student...

...identify ways family structures and patterns may influence husband-wife relationships?

Family Influence

Family structures and patterns influence marital success.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Husband-Wife Relationships

Factors Affecting Husband-Wife Relationships

Study reference to find factors which may contribute to a successful marriage. Make a class list.

Similarity of Background

Analyze a religiously mixed marriage that you know. What factors seem to have contributed to its success or failure?

Distinguish between characteristics of the social classes in the United States and predict problems which may arise in inter-class marriages.

React to the statement: All marriages are mixed marriages.

Listen to case studies about young people who are married and have different backgrounds such as education, dating experience, social behavior, emotional maturity. Give opinions on why each couple may have adjustment problems. Make suggestions on how each couple could cope with or eliminate their problems.

Family Influence

Discuss how individuals may participate in present family in order to acquire competencies conducive to sharing in making a marriage succeed.

Conduct a panel on the influences families of the couple exert upon the probable success of marriage and parenthood.

Discuss effects of cultural upbringing on individual attitudes toward marriage and childrearing.

Discuss possible values of being well acquainted with family of prospective marriage partner.

Discuss ways in which one's childhood experiences could influence one's attitudes and expectations about marriage and family living.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHER FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...explain how parental approval contributes to better husband-wife relationships?	Parental approval contributes to marital success and stability.
...identify ways relationships with in-laws affect husband-wife relationships?	The relationship with relatives has an effect on the successful outcome of a marriage.
Can the student...	<u>Personal Characteristics</u>
...form judgement about personal attributes which contribute to stability in marriage?	Personal qualities which contribute to stability in marriage are the qualities which contribute to good interpersonal relationships with others.
	Complimentary personalities contribute to marital success.
	Marital success is more likely when a couple has similar interests.
	Couples with quite differing value systems may have difficulty making marital adjustments.
...relate age and maturity to marital success?	Age and maturity affect chances of marital success.
	Evidence indicates that the more successful marriages are not the very youthful marriages.
	Better adjustments can be made after marriage if there has been a variety of shared experiences and adjustments during the engagement period.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the following: How does parental approval contribute to marital success? What problems may arise in a marriage entered without parental approval? List reasons for parental objections to a marriage. Which ones are justified?

Write a paragraph on the topic, "But I'm marrying Joe--not his family." Share your ideas with the class.

Discuss instances of pleasant relationships between couples and their in-laws. Summarize some ideas about the joint responsibilities for families of both marriage partners.

Personal Characteristics

We all know some individual whom we consider a "natural for marriage," as well as one or more persons whom we feel sure should never get married. List in two separate columns those traits (social and personal) that you believe are associated with (a) a highly marriageable person and (b) a basically unmarriageable person. Compare the class results by sex. Discuss.

Discuss the following research findings: 1) The greater the congruence between your perception of yourself and the spouse's perception of you, the greater the satisfaction in marriage, and 2) The greater the congruence between your perception of yourself and the spouse's perception of your perception of yourself, the greater the satisfaction in marriage.

Report on current articles relating to teenage marriage.

Explore reference to identify the role of age and maturity in mate selection. Identify and analyze the problems that often go with youthful marriages.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHER FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

Without insight into one's own maturity and without valuing maturity as essential to readiness for marriage, the marriage may not be successful.

Can the student...

...distinguish between infatuation and mature love?

...explain the stages of love development?

...give examples of ways to nurture and develop an individual's capacity to love?

...explain the meaning of mature love?

Mature Love

Understanding the difference between infatuation and mature love contributes to more satisfactory love relationships.

The capacity to love is innate, but the ability to love is learned through experience, modeling, reinforcements, belief about self, sexual identity, and cultural expectations.

Development of mature love is related to other forms of development.

Mature love implies an increased capacity to care about the well being of another person and a realistic acceptance of that person.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

List criteria to use in judging whether one is mature enough for marriage.

Discuss and study the meaning of emotional maturity. Develop a check sheet of terms describing an emotionally mature person.

Consider how maturity may minimize some possible effect of the following on stability in marriage; long periods of separation; considerable age difference; living with parents; and marriage before completing education.

Mature Love

Participate in a class discussion on what "love" means...for example can we possibly "love" cake or baseball?

Discuss the various stages of love: Self love, mother love, family love, gang love, adolescent love, and mature love. Discuss other classifications of love portrayed in reference readings.

Think about or discuss with others in class what experiences you had in childhood that might affect your ability to love. What actual experience did you have in touching, hugging, giving, helping, and giving up for others in your childhood? Do you find it difficult now to touch people? How did your parents show expressions of concern for each other, you, friends and relatives? What positive and negative reinforcements and punishments did you receive as a child for showing love for another? How have these experiences affected you?

Discuss the purpose served by early love experiences.

Discuss what basic personality needs that must be met for permanent love to develop.

Consider the following questions pertaining to the stages of love: What are characteristics of mature love? Is it possible to skip a step on the ladder and still reach mature love? What behavior patterns may be exhibited by one who marries before reaching mature love? Give examples.

Discuss: "We do not fall into love; rather we grow into love."

In a class discussion react to "Love at first sight."

Discuss different ways that love is expressed in everyday living.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

Can the student...

Expectations in Marriage

...assess various concepts of marriage
in relation to values held important?

Concepts concerning marriage are
determined by values held important.

...discriminate between realistic and
unrealistic expectations concerning
marriage?

Expectations in marriage affect
the ease with which individuals
make the transition from singleness
to the married state.

...identify reasonable expectations for
marriage?

Problems arise when one's expecta-
tions are not the same as those held
by his mate and therefore adjust-
ments become necessary.

...interpret criteria for measuring
marital success?

Realistic criteria for evaluating
marital success may help avoid dis-
illusionment.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Expectations in Marriage

Using a list of reasons for marrying, as a class discuss the weak and strong points of each.

Discuss: If marriage is a commitment to each other, what commitments are involved?

Interview a young married couple and a couple married 25 years or more and/or other resource persons and contrast their expectations of marriage.

Participate in a discussion related to changes in family living which affect marriage expectations.

Discuss the importance of long range goals when considering marriage.

Compile a list of areas to be discussed or decided on before marriage, i.e., financial goals and handling finances, attitudes and feelings about children, practical matters such as where to live, household duties, working wife etc.

Evaluate your beliefs concerning the kinds of obligations, loyalties, and dependencies which are desirable among family members. Discuss your ideas with the class (possibly through use of checklist or other instrument)

Brainstorm to identify characteristics of a successful marriage. Compile a class list of the ten more important characteristics.

List the criteria for measuring marital success such as: permanence of the marriage, happiness of the husband and wife, satisfaction with the marriage, sexual adjustment, marital adjustment, integration of the couple, consensus, and companionships.

Give a realistic picture of marital happiness, based on statistics.

Discuss: How important it is for a couple to have similar standards for success in marriage. What effect might different standards have on family relationships?

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS
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FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	<u>Cooperative Efforts of Husband and Wife</u>
...give examples of a spouse's conscious effort to maintain or improve marital relations?	Happy marriage relationships are dependent on conscious efforts of the marriage partners.
...explain the meaning of "understanding and accepting one's marriage partner?"	Growth in understanding self and others is a continuous need for marital success.
...illustrate the importance of intellectual and emotional communication to marriage relationships?	Ability to understand and accept the marriage partner is a basic factor in successful marriage relationships.
...relate meeting each others' needs to successful marriage relationships?	Effective communication is vital to the marriage relationships throughout the life cycle.
	Intellectual and emotional communication is necessary for marriage harmony.
	Discussing problems freely involves patience and tolerance and is a sound basis for marital adjustment.
	Good interpersonal relationships depend on how well people mutually meet each other's needs.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Cooperative Efforts of Husband and Wife

Discuss the meaning of the statement, "A happy marriage is an accomplishment."

Describe situations in novels, movies, etc. which exemplify such factors as companionship between husband and wife, having interests in common, having a determination to make their marriage succeed and adapting themselves to unexpected situations.

Interview married persons to determine what they think are the important contributions which a person should make to a marriage. Prepare a summary of these findings.

Devise a set of criteria to evaluate a situation from a book, magazine article, or the movies to determine whether a couple has made a satisfactory adjustment in the establishment of intellectual and emotional communication.

Analyze resource materials for the factors that are relevant to promoting satisfactory adjustment in the establishment of intellectual and emotional communication.

List qualities you think desirable in a marriage partner in three columns titled: necessary, important and desirable. Relate these qualities to needs you might have.

List needs which are contradictory instead of complementary. Consider needs such as: dominance vs. submissiveness; to nurture vs. to be nurtured; recognition vs. deference; to include others vs. to be included; and to give affection vs. to receive affection.

Listen to a presentation on the importance of complementary needs in mate selection.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts</u> and Generalizations
...analyze ways in which cooperation in assuming responsibilities and privileges are related to stability in marriage?	Because people change, relation- ships change.
...give examples depicting decision- making in an equalitarian marriage?	Marriage grows richer as both mates anticipate the changed needs of their partners.
Can the student...	Cooperative efforts in assuming the responsibilities and enjoying the privileges of marriage con- tribute to stability in marriage.
...explain the need for adjustments in marriage?	An equalitarian marriage is one in which the decision making is joint at times and separate at times, but that the decision making is balanced.
	<u>Understanding of Marital Adjustment</u>
	Success in marriage is facilitated by an understanding of marital adjustment.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Compile a checklist to be used by young people to determine whether or not they are prepared to accept the responsibilities of marriage.

List the tasks and responsibilities of the husband and the wife. Which are based on tradition? Under what circumstances may tasks be performed by either. What conflicts may occur in marriage over role expectations?

Debate: The greater the sharing of decisions, the healthier the marriage.
Roleplay situations illustrating decision-making in egalitarian marriage.

Understanding of Marital Adjustment

Poll the class or some other group on the following question: In what areas do you believe the most numerous adjustments are required in the early weeks of marriage: diversity of ethical codes, recreational interest, sexual relations, little things such as habits of daily living, religious beliefs, home management, life philosophies, and in-law relationships? Tabulate results. Does the class tend to agree on areas of greatest likelihood of difficulty?

Identify adjustments which are common to all newlyweds including: economic, in-laws, physical compatibility, social and recreational activities, religion, training and discipline of children, and "tremendous trifles."

Have a member of a family service agency speak on the kinds of adjustments that bring people in for counseling.

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SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

...identify adjustments in marriage
that are made throughout the family
life cycle?

Marital adjustments are inevitable
and take time and effort.

When each partner makes reasonable
adjustments, a more lasting and
mutually satisfying way of working
out problems, the partners are
usually satisfied with the marriage
relationship.

...identify problems created by
conflicting role expectations?

Clarification of role expectations
contributes to successful adjust-
ments in marriage.

...give examples showing how conflict
in role expectations might be dealt
with effectively?

Role expectations of husband and
wife may need to be altered to
achieve satisfactory adjustments
in marriage.

...relate the importance of sexual sat-
isfaction to the marriage relationship?

Sexual and marital satisfaction are
positively related.

...identify normal problems in sexual
adjustment?

The best preparation for successful
sexual adjustment in marriage is
the development of a healthy bal-
anced attitude plus sound, reliable
information.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

React to the statement: "The ideal marriage has no need for adjustment."

Explore the resource materials to determine the kinds of adjustments required in the establishment of family responsibilities.

Discuss ways adjustments will differ in each stage of the family life cycle.

Sociodrama: Develop and act out a skit about a husband and wife who both work. The husband wants to start a family but the wife does not. She feels they are not ready to have children.

Role play situations involving conflicting husband-wife roles. Discuss points brought out.

Discuss problems created by great variations in the partners role expectations.

Role play situations in which husband's and wife's role expectations are in conflict. Repeat each situation to show how it may be solved more logically.

Discuss the relative importance of sex as part of the total marriage relationships.

Cite what research shows about the degree of agreement in sexual relations as reported by engaged, married, counseling, and divorced people.

Discuss some of the problems couples have in sexual adjustment.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	<u>Conflict Resolution</u>
...give examples of methods of resolving conflict?	Elements of conflict which require adjustment are present in all human relationships including marriage.
...predict results of various methods of resolving conflict?	Ability to resolve conflict effec- tively contributes to marital suc- cess.
...illustrate the use of problem solving techniques in resolving marital conflict?	Problem-solving ability is an asset in marriage.
	Knowledge of techniques for problem solving contributes to resolution of conflict.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Conflict Resolution

Brainstorm for ideas of typical everyday conflicts which occur between husbands and wives.

Collect pictures or cartoons that illustrate conflict in marriage. How does marital success relate to fulfillment of personal needs? How many of these represent "tremendous trifles?" List trifles over which couples frequently disagree.

Use case studies to explore methods of resolving conflict in marriage through compromise, one person giving in, tabling differences, or quarreling.

Role play some instances of couples working out differences through shared responsibilities, interests, and reactions to emergencies.

If you have quarreled with someone recently, try to analyze it objectively. How much of it was due to 1) a real difference in viewpoint on an important matter 2) tiredness 3) misunderstanding 4) irritation over something besides the quarrel 5) anything else? Was the effect of the quarrel on your relationships destructive or constructive?

Compose short stories which illustrate ways emotional factors affect the resolving of difficulties by couples and stability in marriage.

Discuss the need of individuals for freedom to release tension in the family without loss of feelings of personal worth or dignity.

Discuss the statement: "Never let the sun go down on your anger."

Review the steps in resolving a problem.

Participate in exercises in resolving conflicts constructively.

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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...identify sources of professional help in marital adjustment?	Professional help with marital or family concerns may make a contribution to stability in marriage for couples who realize the need for assistance and are willing to seek it.
Can the student...	<u>Relationship Throughout the Life Cycle</u>
...analyze how husband-wife relationships change throughout the life cycle?	The modern American family places a greater demand upon the marriage relationship than did the family in the past.
...list reasons for these changes?	As the complexion of the marriage changes, the two partners must resynchronize their ideas, values, desires and goals if the marriage is to run smoothly.
...describe through example ways husband-wife companionship is fostered?	Companionship is an important ingredient in successful marriages and can be fostered and build up as one participates in social and recreational interest together.
...identify ways friendships have a positive effect in husband-wife relationships?	When friends play a supportive role in marriage, the enjoyment of them can help to deepen the marriage relationships.
...identify possible negative effects friendships might have in marriage?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Survey the community and report to the class on local agencies and individuals who assist people in planning and preparing for marriage and couples after marriage. Find out the types of assistance rendered and discuss some situations in which counseling with them may be advisable.

Relationship Throughout the Life Cycle

Brainstorm listing social forces which place a greater demand upon the marriage relationship than was past experienced.

In what ways are husbands and wives "forced" to change (or adjust) as they move from being newlyweds to middle and old age?

Discuss growth-producing factors that could contribute to increasing intimacy between husband and wife through the stages of the life-cycle...discuss "thwarting factors" that could destroy intimacy between husband and wife.

Organize a panel consisting of persons in their later years who have had successful marriage relationships. Have them present examples of how through their values, goals, etc. changed in order to maintain successful marriage relationships.

Discuss how the increasing amount of leisure time that people in our society have might cause conflict in husband-wife relationships.

Role-play situations a) in which friends had a positive effect on the husband-wife relationship and b) in which friends had a negative effect on the husband-wife relationship.

Discuss guidelines a husband and wife might develop in choice of friends who will play a supportive role in their marriage.

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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...analyze the impact of the first child on the husband-wife relationship?	With enough time for a couple to make their early marital adjustments, the coming of the first child is less traumatic.
...predict responses pregnancy elicits in a husband-wife relationship?	With the addition of children to the family, adjustments in husband-wife relationships need to be made.
...identify changes affecting relationships that may be anticipated in pregnancy?	Changes in the husband-wife relationship often start the minute the wife suspects she is pregnant.
...identify areas of adjustment affecting relationships with the coming of children?	The arrival of the first child in the family signals the beginning of a whole new era in the relationship of the husband and wife.
...describe adjustments in husband-wife relationships necessary as the children leave home?	Compatible views on discipline and training of children is important in continuation of a good relationship in marriage.
...identify factors affecting husband-wife relationships during later years?	Further adjustments must take place when the children leave home.
	Because for a period of time their parental roles superseded their husband-wife roles, many couples must relearn being husband and wife.
	Another adjustment occurs when retirement occurs.
	In marriages in which the lines of communication have been kept open and a close and affectionate relationship has been maintained, retirement more often than not adds to their enjoyment.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Appraise some of the positive and negative aspects of experiences related to becoming a parent. How might these affect husband-wife relationships?

Analyze the adjustments necessary between husband and wife during pregnancy and after the birth of the child. How might these affect husband-wife relationships?

Discuss how marital adjustments associated with the birth of a child are less traumatic for a couple who have had time to make earlier adjustments in their marriage relationship.

Interview young parents to discover emotional adjustments which have to be made before and after the birth of the baby. Summarize findings.

Role-play situations of families adjusting to a new baby. As a class, suggest satisfactory solutions to each adjustment problem.

Discuss the importance of husband-wife agreement in disciplining and training of children. Discuss probable results when parents are not in agreement.

Participate in class discussion as to why the relearning of husband and wife roles can be a challenge...(how do factors such as the passage of time affect this adjustment?)

Discuss the following statement...It is in middle age that the husband-wife relationship is really tested.

List physical and psychological characteristics associated with aging. Discuss what relationship any of these characteristics might have to husband-wife relationships.

COMPETENCY

THE HOMEMAKER WILL FROM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHER
FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

F. The student will understand the importance of fostering and maintaining satisfying marital and family relationships.

Factors Affecting Parent-Child Relationships

Can the student...

Parental Responsibility

...analyze the importance of the parent-child relationship to the development of children?

The quality of parent-child relationship influences the development of children.

...give examples of effects of good and poor parent-child relationships on the personality of the child?

A child's immediate behavior in a given situation, as well as the long-range characteristics that mark him as a consistently unique personality, depend on the quality of the parent-child relationship.

...relate responsibility in child rearing to the development of a child's ability to relate to others?

The process of child rearing involves caring for, supporting, guiding and educating children to maturity.

...identify conditions which foster positive parent-child relationships?

Foundations for parent-child relationships may be based on affection, trust, responsibility, respect and openness.

Can the student...

Development of Responsibility

...explain the meaning of responsibility?

Being able to consider oneself a responsible person is of major significance to a healthy self image and satisfying interpersonal relationships.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Factors Affecting Parent-Child Relationships

Parental Responsibility

List home circumstances that gave you the greatest happiness as a child. Which of these are related to relationships with members of your family?

As a class, brainstorm thinking of persons you know, and list personality characteristics that come to mind. Speculate how the parent-child relationship might have contributed to these characteristics.

Make a list of ways parents have an effect upon their child's ability to relate to others. Divide these into two groups - positive effects and negative effects. Relate your findings to responsibilities of parents.

Review the meaning of trust, responsibility, respect and openness and their importance in successful interpersonal relationships.

Role play situations between parent and child illustrating trust, lack of trust, responsibility, lack of responsibility, respect, lack of respect, openness, lack of openness, both on the part of the parent and the child.

Development of Responsibility

Write a paragraph on the meaning of responsibility. Share your thoughts with the class. Develop a class statement on the meaning of responsibility.

Discuss the following statement: "We want children's responsibility to spring from ultimate values, among which are reverence for life and concern for human welfare."

COMPETENCY

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SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

...relate responsibility to parent-child relationships?

Developing a sense of responsibility in children means preparing them to accept the results of their own behavior.

...list ways parents can encourage development of a desired sense of responsibility?

As families provide opportunities to engage in responsible actions, youth have opportunities to learn adult roles and to develop feelings of worth and significance.

Responsibility is fostered by allowing children a voice, and wherever indicated, a choice, in matters that affect them.

...relate responsibility to maturity?

Responsibility requires daily practice in exercising judgment and in making choice about matters appropriate to one's age and comprehension.

Acting in a responsible fashion is one way of convincing parents that a teen is ready for independence.

Can the student...

...Mutual Respect

...identify rights of children?

Children need to feel respected.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss this statement made by a professor of human development and child psychology: "Lack of responsibility is a real problem. The inutility of childhood in America is a striking fact. We don't let our children do anything important. Maybe they take out the garbage, but that's it. They're useless because we have made them useless. They have no experience in being responsible for other human beings."

From cases you have known, stories you have read, plays and movies you have seen, list some of the ways in which children are "babied" by their parents. What are the possible effects as related to responsibility?

Dividing childhood into divisions such as preschool, young school age, early teens, late teens - participate in small groups brainstorming ways that responsibility might be developed in the particular age group.

Have a panel to consider effects of increasing voice of youth on home and family life. Discuss the responsibilities and decisions youth are able to make in their families and those they wish they could make in improving the quality of family living.

Develop a list of privileges which come with age or maturity.

As a class consider 1) areas in which youth desire to have an opinion considered more frequently 2) possible consequences should parents give more weight to opinion of youth 3) areas in which youth should be able to make own decisions; youth should accept adult decisions.

Analyze letters to the editor written by youth, which show mature and immature expressions in regard to issues relating to the family.

Identify current concerns or issues pertaining to the family to which the voice of mature youth could make a constructive contribution.

...Mutual Respect

Listen to a panel composed of a nursery school teacher, a parent, and a social worker or psychologist to discuss the topic, "Children Are People."

COMPETENCY

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SUB-COMPETENCY AND CRITERIA

CONTENT

Concepts and Generalizations

...list opportunities parents
have for demonstrating re-
spect for their children?

Respect encompasses an awareness of
a child as a distinct and unique indi-
vidual, a person apart from his/her
parents.

Since no two children are alike, parent-
child relationships will have different
dimensions with each child in the fam-
ily.

...relate permissiveness to re-
spect?

Permissiveness is an attitude of accept-
ing the childishness of children.

...illustrate through example per-
missiveness and overpermissive-
ness?

The essence of permissiveness is the ac-
ceptance of children as persons who have
a right to have all kinds of feelings
and wishes.

...explain effects of permissiveness
and overpermissiveness?

Permissiveness brings confidence and
an increasing capacity to express feel-
ings and thoughts.

Overpermissiveness is the allowing of
undesirable acts.

Overpermissiveness brings anxiety and
increasing demands for privileges that
cannot be granted.

...relate mutual respect to parent-
child relationships?

The best training takes place when par-
ents respect their children and create
the atmosphere in which children want
to respect their parents.

Satisfactory parent-child relationships
depend upon mutual affection and re-
spect.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Cite some examples in which parents show their regard for the place of the child in the family. Discuss the effect this would have on the parent-child relationship. Why?

Discuss considerations you would show a friend. Do children deserve these same considerations from their parents? Share your ideas with the class.

Think of examples you have read about, heard about or seen that illustrate a parent or parents showing a lack of respect for a child. Share your examples with the class.

Debate: "Permissive parents spoil the child". Listen to a presentation on permissiveness as an attitude of accepting the childishness of children. As a class discuss examples illustrating permissiveness as explained. Discuss the effect upon the child in each example.

Write a paragraph on "The Ideal Family Atmosphere for Creating Mutual Respect Between Parent and Child." Share your ideas with other class members.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS
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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...identify ways parental responsibility might inhibit self expression?	Parents forget they are humans with human faults, persons with personal limitations, real people with real feelings.
...explain the importance of respecting his/her parents to the child?	
Can the student...	<u>Interdependence and Independence</u>
...identify ways parents and children are interdependent?	Between parent and child there is a reciprocal relationships upon which each is dependent.
...explain how independency is developed?	A sense of independence is acquired gradually and continuously as individuals behave in increasingly responsible and mature ways. Independence is a mark of maturity.
...identify specific problems of independency as related to the adolescent?	As parents, our need is to be needed, as teenagers their need is to not need us.
...explain the effect of dependency on the adolescent?	In adolescence, dependency creates hostility.
...list ways adolescents may be dependent on their parents?	Even if he does not acknowledge it, a teenager needs our help (which must be subtle and sophisticated).
...illustrate positive ways adolescents show their independence?	There are satisfying and unsatisfying ways of achieving the developmental tasks of gaining independence from parents.
...illustrate negative ways adolescents show their independence?	
...analyze parental responsibility as related to relinquishing authority as the adolescent matures?	Older children need parents who will stand behind them firmly with advice and guidance but who are mature enough themselves to give up authority gradually as the need for it passes.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the following statement: "When people become parents, something strange and unfortunate happens. They begin to assume a role or act a part and forget that they are persons".

Children make comments about their parents, such as "My father is a real guy", "My mother is a nice person", "They're groovy people". They like their parents to be persons...not gods. Brainstorm ideas of how parents can be persons to their children. How can they maintain the quality of "realness" in their parenthood?

Interdependence and Dependence

List examples illustrating children's dependency upon parents. Compare your ideas with others in the class by various age levels (infancy, pre-school, young school age, adolescence)

Review the interdependency of parent and child.

Using references become familiar with developmental steps toward independence.

Cite examples of the process of progression from a dependent to a more independent mode of behavior.

Brainstorm listing common problems related to dependency of the adolescent.

Read case situations related to dependence and independence of the adolescent. Discuss.

Think of adolescents you know or have known. In what ways were they dependent upon their parents? Are there certain ways that seem to be common in many families? Discuss your ideas with the class.

Brainstorm positive ways adolescents demonstrate their independence. Brainstorm negative ways.

Using actual or fictitious situations, give examples of problems with adolescents occurring largely as a result of parents refusing to relinquish authority.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

Can the student...

...relate guidance responsibilities of the parents to a child's growth and development?

Parental Guidance

Children need opportunities to grow with understanding and guidance.

A sense of right and wrong is a part of social development.

...define discipline?

Discipline, the process of organizing one's impulses for the attainment of self-control and self-direction, is based on the parent's understanding of his children, on his knowing the child's strengths and weaknesses.

...explain the importance of the relationship between understanding the child and discipline?

...give examples that show how effective discipline helps a child move toward self-control?

Effective discipline leads the child from outer controls to inner self-control.

...explain the relationship between love and discipline?

Love and discipline when combined in the socialization process act as balancing factors in developing values.

...explain the effect of parental agreement regarding philosophy of guidance on the child?

Mutual agreement between parents on philosophy of guidance reduces potential for confusing the child.

...identify areas of individual differences to be considered in guiding a child?

In guiding a child, one considers his age, characteristics or individual uniqueness, environment, and the particular situation.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Parental Guidance

Discuss the meaning of the statement: It is important that parents distinguish between giving security to the children and dominating them.

Discuss how the following definitions of discipline differ in their meaning: Discipline...a method of training; a system of rules... a state of orderliness gained through self-control;...punishment by someone in authority.

Search out information that helps to clarify differences between guidance, discipline, and punishment. a) How can a parent guide a child toward self-discipline? b) With what types of guidance are you most familiar? c) Hypothesize why your family used certain methods of child guidance.

Giving examples, discuss some of the unfortunate side effects of negative reinforcement.

Discuss relationships which need to be established before discipline can become effective.

Using a list of actions requiring guidance or discipline (such as taking something belonging to someone else), describe how guidance might vary from one child to another. Discuss why.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHER
FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	A wise application of parental guidance skills will not ignore individual differences in temperament and personality.
...relate the importance of parents accepting the reality of the feelings of children to effective guidance?	The importance of the adult acceptance of the reality of the feelings of children is significant in guidance.
...identify emotions (feelings) experienced by family members?	All family members, parents and children, will inevitably experience a range of human emotions -(love, anger, frustration, jealousy, anxiety, fear, hate, irritation, tenderness, etc.)
...describe specific ways various emotions are often expressed by adults and children?	
...describe techniques for coping with feelings?	A first principle in coping with feelings is to admit them, accept them as real and then develop ways of handling them.
...give examples illustrating emotions often not brought out in the open?	Because feelings of anger, resentment, or hate are strong emotional responses concerning to people, they often hide, repress or deny them.
Can the student...	<u>Communication Skills in Guidance</u>
...identify conditions fostering open communication?	Open lines of communication between parent and child contribute to satisfying interpersonal relationships.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

As a class, consider incidents of emotional display common to many children (fear of thunder, doesn't want to share, etc.) and answer the following question about each. What is usually said in quick response? What does the incident really mean if you think about it? What might we say to help the child?

Use resources to learn skills in checking your perception of another's feelings. Discuss your findings with the class.

Invite a resource person, perhaps in the field of psychology, to discuss the dangers of hiding, repressing, or denying feelings.

Communication Skills in Guidance

Make a list of topics youth may find difficult to discuss with parents. Discuss why these topics are difficult to discuss. Role play some difficult situations.

COMPETENCY

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FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...illustrate empathic actions between parent and child?	
...demonstrate skills in communicating between parent and child?	Through use of effective methods of communication the parent demonstrates skills beneficial to the child throughout life.
...explain the effect of various types of verbal responses on the child?	
...explain listening skills as related to parents and children?	Positive guidance gives direction to behavior and arouses less resistance in the child.
...give examples of verbal communication which illustrate lack of respect of parents as well as the child?	Effective communication between parent and child preserves the child's as well as the parent's self-respect.
...illustrate ways in which praise might result in tension and misbehavior?	Effective praise and constructive criticism deals, not with the child's personality or character, but with his efforts and achievements.
...give examples of desirable and undesirable praise?	
...give examples of constructive and destructive criticism?	Suggestions and constructive criticism from family members can show a concern for the well-being of the individual.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss "Empathy is listening with your heart not your head."

Role play situations of parent's empathizing with their children - thereby creating "open lines" of communication.

Brainstorm with the class to list 5 positive statements that parents could say to their children on a typical day. Also list 10 non-verbal means of positive communication.

Using available references, read to find the meaning of "I messages" vs. "you messages". Explain the meaning of both and illustrate each. Discuss in class why "I messages" are more effective in influencing a child to modify behavior that is unacceptable to the parent.

Roleplay situations using sarcasm as criticism. What effects are produced through use of sarcasm. Discuss.

Discuss why criticism dealing with a child's personality or character is somewhat harmful (for instance; calling a teenager stupid, clumsy, or ugly). In what ways does this affect the child?

As a class, discuss the meaning of the following statements: 1) Praise that evaluates personality or character is unpleasant and unsafe. Praise that describes efforts, accomplishments, and feelings is helpful and safe. 2) Praise has two parts: The parents' words and the teenager's conclusions. In a true sense, praise is what he says to himself, after we have spoken.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts</u> and Generalizations
Can the student...	
...explain the place for anger in child education?	Anger is useful when used to communicate hurt feelings rather than hurt back.
...illustrate anger being expressed in destructive and nondestructive ways?	Instead of trying to suppress anger, one can learn to express it in nondestructive ways.
	By expressing anger without insult, parents teach children how to express angry emotion effectively and helpfully.
Can the student...	
	Clearly defined and consistently maintained limits contribute to a sense of security and direction.
...give examples of statements of clearly defined limits?	A limit should be so stated that it tells the child clearly what constitutes unacceptable conduct and what substitute will be accepted.
...give examples of vague statements of limits?	Vague statements regarding limits leave the child without a clear criterion for making decisions.
...relate appropriate limits to child's stage of development?	A child more readily accepts limits that are appropriate for his present stage of development.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the meaning of the statement: Anger can be a useful and constructive emotion.

As a class, brainstorm examples of anger being expressed in destructive and non-destructive ways.

Using case study situations, practice skills in expressing anger effectively and helpfully.

Using the following technique of phrasing specific limits in role playing situations.

1. Recognize the child's wish and put it in simple words (You wish you could go to the movie tonight).
- 2) State clearly the limits on a specific act. (But the rule in our house is 'no movies on school nights').
3. Point out ways in which the wish can be at least partially filled. (You may go to the movie on Friday or Saturday night).
- 4) Help the child to express some of the resentment that is likely to arise when restrictions are imposed. (You wish there weren't such a rule....or you wish the rule said that every night is movie night....or when you grow up and have your own home, you are sure going to change this rule).

For a young child, limits are accepted more willingly when they point out the function of an object (the sofa is to sit on). Give other examples.

COMPETENCY

THE HOMEMAKER WILL FORM AND MAINTAIN MEANINGFUL INTERPERSONAL REALTIONSHIP
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHER
FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
Can the student...	<u>Conflicts and Conflict Resolution</u>
...identify common conflicts between parents and children?	In our changing society, there are many conflicts between generations.
...describe situations showing "misbehavior" caused by unfulfilled need of the child?	Behavior that is irritating to adults may be caused by an unfulfilled need of the child.
...recognize situations in which a child's behavior, although not acceptable to his parents, may be mature behavior for his age and stage of development?	A child's behavior pattern, though not acceptable to adults, may be mature behavior for the child's age and stage of development.
...describe situations in which a disagreement between parent and child might result in a closer relationship?	Some conflict is normal in any close relationship; a disagreement may actually be used to bring about closer relationships.
...identify ways conflict may be controlled?	While conflicts cannot be eliminated, they can be controlled and handled more smoothly and harmoniously if both parents and children are aware of each other's point of view.
...describe the problem solving process in handling conflict?	Both parent and child have to know what the problem is, what needs are involved, and work together for a solution to those needs that everyone can live with.
...illustrate the use of the problem solving process in specific situations where there is conflict between parent and child?	
...give examples in which families use a democratic approach to conflict resolution?	Solving conflict is democratic when parents share power, when adults and children work together to establish rules that protect the rights of all.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Conflicts and Conflict Resolution

Review basic needs and relate misbehavior of a child to an unfulfilled need (misbehavior of a hungry child, for instance). Discuss with other class members.

Discuss the answer to the following question: What is mature behavior?

Invite a resource person to discuss varying rates of development and their relationship to mature or immature behavior.

Give examples of any situations you can recall in which a disagreement between parent and child actually brought about a closer relationship.

Discuss the meaning of the following: It is more important to look into the causes of disobedience than to put faith in control by punishment alone.....
.....Chronic misbehavior is a child's way of saying that something is awry in his life.

Discuss varying methods of conflict-resolution and their affect on parent-child relationships.

Review the problem solving process and using role-playing situations practice the use of this process in handling conflict.

Write anonymous descriptions of parent-child conflicts. Trade descriptions with other members of the class. Suggest solutions for the descriptions of conflict you have and share your ideas with the class.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

Can the student...

...describe relationship bonds that
prevail in childhood?

...relate change in a parent-child re-
lationship in childhood to normal
development?

Can the student...

...describe the basis for strain
in adolescence?

...give examples of behavior typical
of adolescents?

Parent-Child Interaction Throughout the Life-Cycle

Childhood

During childhood there is a general
shift in the prevailing kinds of family
bonds.

Young children find parents useful and
interesting.

As the social world of the child ex-
pands, other children and even other
adults become preferred partners for
activities in which genuine parent-
child comradeship was formerly felt.

Adolescence

Adolescence is a period of strain in
most families as teenagers attempt to
establish their identity and emancipate
themselves from their parents.

Parent-adolescent relationships are
one of continual change with adjust-
ments that each makes to accomodate
the changes playing a critical part
in the adolescent's development.

The search for personal identity is
the life task of a teenager.

Adolescence can be a time of turmoil
and turbulence when rebellion against
authority and against convention is
to be expected and tolerated for the
sake of learning and growth.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Parent-Child Interaction Throughout the Life-Cycle

Discuss how parent-child relationships change during the life-cycle.

Childhood

Watch children at doll play. Observe their behavior as they pretend they are fathers or mothers. Find obvious and hidden relationships in behavior.

Adolescence

Discuss aspects of life in which the teenager may be independent and those aspects for which one is not ready to assume the responsibility for independence.

Listen to case studies of teen-age problems. Which of the characters do you identify with? Why?

Brainstorm to identify responsibilities of parents who have teenagers. Compare the class list to an authoritative list. List the responsibilities of teenagers. Compare the class list to an authoritative list.

Discuss with the class situations in which parents don't consider the teen-ager's youth and expect him to be more grown up than he is.

Discuss the meaning of the following statement: Sometimes parents, aware of their own imperfections, are often tempted to impose perfection on their child.

Identify parental expectations that affect parent-child relationships.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA

CONTENT Concepts and Generalizations

- | | |
|---|---|
| ...indicate through specific examples ways parents can help the adolescent through this period? | Because teenagers want to be considered grownups, they want to put distance between themselves and childhood. |
| ...explain the importance of communication between parent and child during adolescence? | Parents can help by tolerating his restlessness, respecting his loneliness, and accepting the discontent. |
| ...give examples illustrating the strength of peer influence during adolescence? | Because they strive to appear grown-up, independent and self-sufficient, teenagers often resent unsolicited attention and advice. |
| ...relate stereotyping teenagers to the generation gap? | A breakdown in communication is likely to be costly to the teenager as they need advice of parents and as they meet new situations. |
| ...explain the importance of the need for privacy during adolescence? | During the teen years the developmental influences of peers grow and the influence of family decreases. |
| ...give examples which illustrate a parent's respect for the teenagers privacy? | Teenage values, codes and language which help in group identification may be potential sources of difficulty between generations. |
| ...analyze the difficulty for parents to maintain the distance required by teenage privacy? | Teenagers need privacy; it allows them to have a life of their own. |
| | By providing privacy, we demonstrate respect. |
| | Respect for privacy requires distance which parents find hard to maintain. |

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Do young people always react the same way to too much parental control? What are some of the more frequent ways in which young people respond to over protection? Which are the better ways?

Relate parental tolerance (one of the basis of a successful relationship) during the adolescent period to respect. Discuss with other class members.

Brainstorm common examples of unsolicited attention and advice from parents. Relate these to needs of the teenager (Mother reminds 15 year-old perhaps he should wear his raincoat — 15 year-old is angry because he feels he is old enough to make such a decision — lack of respect of his judgment.)

Discuss social customs which influence youth favorably, unfavorably.

As a class list possible positive peer influences during the teens; list possible negative influences.

Panel discussion on what is meant by the generation gap; why there may be a generation gap; how can it be narrowed?

Discuss the many ways the teenager may feel the need for privacy. Brainstorm ways in which the family might help meet this need for privacy.

Discuss actual situations in which providing the recognized need for privacy is difficult, even for the very understanding parent.

COMPETENCY

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FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...identify skills in maintaining satisfying adolescent-parent relationships?	Respect and consideration of one another's needs will make the transition from teenagers to adulthood less difficult. The more self-sufficient we make them feel the less hostile they are toward us.
...show through examples the importance of adolescents understanding parental responsibilities and pressures?	Adolescents may appreciate their parents more if they know the responsibilities, pressures, and changes parents face.
Can the student...	<u>As Adults</u>
...recognize situations in which older parents relinquish authority and special rights thus enhancing parent-child relationships?	Parent-child relationships are enhanced when the older parent relinquishes his authority and special rights and recognizes his children's rights to lead their own lives.
...contrast the way a young child perceives his parents in relation to their needs with the way an adult child perceives his parents in relation to their needs?	Parent-child relationships are enhanced when the child views the older parent as another adult with needs, rights and limitations.
...relate the adult child's understanding of parental needs, rights and limitations with satisfying parent-child relationships?	
...give examples of ways parents and their adult children maintain satisfying relationships?	Positive concern between parents and their offspring is demonstrated through frequent contact, mutual aid, affectional closeness and a feeling of obligation.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the following: We win our teenager's attention when we listen with a third ear and respond with a sympathetic tongue. We win his heart when we express for him clearly what he said vaguely. We win respect when we are authentic, when our words fit our feelings.

List ways the parent can help the teenager become more self-sufficient.

Brainstorm listing social and cultural pressures which parents as well as adolescents experience.

Role play situations in which parents help their children understand the parents' responsibilities and pressures in hopes of developing more respect for them as individuals.

As Adults

Social drama: Four students act the parts of the parents and the newly married couple. Demonstrate the normal parent-child dependency pattern.

Discuss the contrast between the way a person as a young child perceives his parents' needs with the way that person as an adult perceives his parents' needs. Draw conclusions.

As a class, brainstorm examples showing positive concern between parents and their adult offspring.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts</u> and Generalizations
...list difficulties parents might face in adjusting their parent-child relationship when their child marries?	During the middle years parents often face the task of separating from the married child and objectifying the parental relationship.
...develop guidelines for objectifying the parental relationship when a child marries?	<u>Factors Affecting Sibling Relationships</u>
Can the student...	Each brother or sister affects or is affected by his brothers or sisters.
...define siblings?	Sibling interaction is one of the basic ways in which personality is shaped.
...identify ways sibling interaction affects personality?	Friendships that are established between brothers and sisters early are likely to be life long.
...indicate advantages of positive sibling interaction?	Sibling rivalry is almost a universal phenomenon.
...give examples of situations illustrating sibling rivalry?	Sibling position influences the ability of siblings to relate effectively to one another.
...list factors affecting sibling relationships?	
...recognize situations in which position in the family affects sibling relationships?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Why is separating from the married child a difficult task for some parents? Discuss.
List guidelines in objectifying the parental relationship after a child marries.

Factors Affecting Sibling Relationships

Make a list of ways in which your sibs have contributed to your development.

Look for the truth or falsity in the following statement: "Once one reaches adulthood it is likely that sib influences will vanish from his life as motivating forces."

Brainstorm ideas as to how children learn to relate to others outside the family through relating to their brothers and sisters.

List problems that one may have with younger brothers and sisters; with older brothers and sisters.

Discuss how the following might effect sibling relationships...a second or third child who develops at either a faster rate because of opportunities to learn from older siblings or at a slower rate because of over-protection and pampering.

Study references to identify factors which cause brother and sister conflicts. Report to class the suggestions that authorities make for solving such conflicts.

Using resources find information regarding the effect of position of the child in the family on sibling relationships and parent-child relationships (consider first child, middle child, youngest child).

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SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...describe situations illustrating sibling jealousy?	Jealousy toward brothers and sisters with whom a child must share his parents' time and affection is inevitable.
...give examples of how parents contribute to sibling jealousy?	
...identify ways children show their jealousy, not verbally but through actions?	When children repress their jealousy, it is shown in disguised ways in symptoms and misbehavior.
...recognize responses by parents which can help reduce sibling rivalry?	Although jealousy cannot be entirely eliminated, rivalry can be reduced.
Can the student...	<u>Factors Affecting Extended Family Relationships</u>
...show by example the shift in family relationships when marriage occurs?	Marriage radically shifts the hierarchy of relationships between each mate and his or her relatives.
...identify factors influencing in-law relationships?	The relationship developed between a married couple and their in-laws is influenced by many factors. Because both the parents and the children are in a growth process, in-law misunderstandings may arise as a natural result of normal family relationships.
...relate ideas for developing or improving good in-law relationships?	Because a good relationship with in-laws means greater happiness for the married couple, as well as for both parent families, it is worthwhile to work for a good understanding before marriage as well as during the early years of marriage.
...describe examples of various relationship patterns families have with their older adult members?	Families develop various relationship patterns with their older adult members.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Invite a resource person to speak on sibling jealousy, its causes, its symptoms and ways it can be reduced or eliminated.

Factors Affecting Extended Family Relationships

Look at in-law greeting cards (such as birthday cards). Pick the verse you think would be the kind you would like your in-laws to send you and one that you would like to send to them. Jot down the greeting...and consider what this choice tells you about your in-law relationships or what you want them to be. Share your ideas with the class.

We usually hear about the trouble couples have with their in-laws. Can you present examples in which in-laws have been a boon to the couple? (Such as helping financially, helping with completing education, helping with children, generous with use of car...etc.)

What might explain why those who marry young may not have as good in-law relationships as those who marry later?

Explain the differences between subjective and objective attitudes. Give some statements on in-laws to illustrate each type of attitude.

Analyze a case of in-law friction that you have observed. Who was most at fault? Was a lack of objectivity evident in the difficulty?

"I'm marrying Jack - not his family!" How does this statement show naivete?

When people talk about in-laws, they generally refer to parent-child relationships. What problems can arise in other in-law situations (such as sisters and brothers in-law)?

COMPETENCY

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FAMILY MEMBERS

SUB-COMPETENCY AND CRITERIA	CONTENT <u>Concepts and Generalizations</u>
...explain the effect of dependency in relationships between families and older adult or other dependent family members?	Relationships which are based on dependency have negative aspects for both those that are depended on and those that must depend on others for need fulfillment.
Can the student...	<u>Grandparents</u>
...describe ways grandparents influence families?	The influence of grandparents varies greatly from family to family.
	The influence of grandparents on children is exerted through direct contact of varying intensity and through the symbolic meaning of grandparents in the family system.
...give examples illustrating how interaction with grandparents contributes to the growth and development of all family members?	Interaction with grandparents can contribute to the growth and development of all family members.
...relate parental influence to grandchild-grandparent relationships?	Parents strongly influence the ways in which children and grandparents can relate to each other.
...list ways a family's relationships with the extended family might be enhanced?	Belongingness and sense of integrity are enhanced by family reunions, family history, and symbols of family continuity.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Review dependency in relation to human needs. Using case studies of relationships based on dependency, discuss how dependency can negatively affect relationships. How might changes be made to decrease the dependency of individuals?

Grandparents

Discuss the affect of societal trends on the relationship of grandparents to the family.

List ways grandparents influence grandchildren.

Consider reasons it is hard for older generations to accept present practices of youth in hair styles, grooming, eating habits, health, etc.

Discuss: "In the grandparents search for a meaning to life, the grandchildren represent their tie to eternity."

Invite 2 sets of grandparents to class to discuss the satisfactions and problems of grandparents in their relationship with their grandchildren and parents of their grandchildren.

Use case studies to illustrate the strong influence of parents on the way children and grandparents relate to each other.

Brainstorm ways of enhancing extended family relationships.

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HUMAN DEVELOPMENT AND THE FAMILY. Resource Materials for Home Economics Education in Pennsylvania Schools, Book 2. Home Economics Education, Bureau of Vocational Education, Penn. Dept. of Education, Harrisburg, PA.

INDIANA RESOURCE GUIDE FOR INTERPERSONAL RELATIONS FOUNDATIONS IN THE CONSUMER AND HOMEMAKING EDUCATION PROGRAM. Joan Gritzmacher Ed. and Jean Bush, Vocational Instructional Materials Laboratory, Indiana State University, Terre Haute, IN.

PERSONAL AND FAMILY DEVELOPMENT: CURRICULUM GUIDE SEMESTER COURSE. By Judith Wilson, et al. Dept. of Home Economics, Eastern Kentucky University, Louisville, KY.

WISCONSIN VOCATIONAL STUDIES CENTER
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